DOCUMENT RESUME

ED 093 809 SP 008 173

TITLE	Evaluating the High School Athletic Program.
INSTITUTION	American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Men's Athletics.
PUB DATE	73
NOTE	43p.
AVAILABLE FROM	American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Athletic Programs; *Evaluation; Evaluation Criteria; *Physical Education; Physical Education Facilities; *Program Evaluation; *Secondary Schools

ABSTRACT

This evaluation instrument for secondary school physical education programs was developed by a task force after study of many evaluation instruments for schools, colleges, and physical education programs. There are 10 components in the evaluation form: a) an overview of the athletic department, b) administration of the athletic program, c) facilities, d) equipment, e) finances, f) relationship of the physical education program to the total educational program, g) personnel, h) student reaction to the program, i) evaluation of the overall program, and j) relationship of the athletic program to the community. (HMD)

ED 093809

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EVALUATING THE HIGH SCHOOL ATHLETIC PROGRAM

SP008 173

EVALUATING THE HIGH SCHOOL ATHLETIC PROGRAM

National Council of Secondary School Athletic Directors
Division of Men's Athletics
American Association for Health, Physical Education and Recreation

FOREWORD

How is a secondary school athletic program to be evaluated? There has been a strong need for an answer to this question as indicated by the number of requests for an instrument of evaluation received by the Division of Men's Athletics. Therefore, in 1971 the Division's Executive Council and the National Council of Secondary School Athletic Directors began planning the development of an instrument to be used on a self-evaluative basis or by a visitation committee. With the cooperation of the National Council of State High School Coaches Associations, a Task Force was appointed to develop an instrument for evaluating secondary school athletic programs. At this time there was no known means for such evaluation.

The Task Force first attempted to identify which existing educational evaluative tools could be used as guides. Many instruments for evaluating schools, colleges, and physical education programs were studied and used in preparing the evaluating instrument presented in this book. The Task Force is indebted particularly to the developers of the North Central Association High School Evaluation document, the State of Wisconsin Standards for Physical Education, and the State of Kansas Guide for Physical Education.

Standards appearing in Chapters 2-10 of this publication were prepared by the Task Force after consultation with knowledgeable athletic administrators and a review of existing literature. These standards are recommended by the Task Force and approved by the Executive Council of the Division of Men's Athletics.

EVALUATING THE ATHLETIC PROGRAM

Task Force Statement of Evaluation Philosophy

The Task Force is aware that evaluation of any program in exact measurable terms is not always possible. Human factors are involved in many areas and many abstract items are difficult to measure.

In addition, this evaluation may not suit every athletic program. However, the Task Force feels that any program which in general measures up to the standards of this evaluation is a credit to the school and its personnel.

The Task Force also is aware that an athletic program may be evaluated as excellent but that such rating does not guarantee championship results.

It is hoped that this evaluation will motivate the school to improve its program in any area that appears to be below acceptable standards.

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CHAPTER 1.
AN OVERVIEW OF THE ATHLETIC DEPARTMENT

Introduction to Report

Evaluators should see that the following information is provided as an introduction to the actual evaluation:

EVALUATION COMMITTEES MEMBERS FOR EVALUATION SELF-STUDY, 19____

PERSONNEL FOR _____ HIGH SCHOOL, _____ DISTRICT

_____ Superintendent

_____ Principal

_____ Director of Athletics

Coaches	Coaching Assignments	Teaching or Other Assignments

Ticket Manager, Trainer, Maintenance, Custodian, etc.	Teaching and/or other Responsibilities

SCHEDULES

Clock Schedule of School Day

Clock Schedule of Sports Practices (seasonal and daily)

General Analysis of Athletic Department

The athletic department should provide a brief description comprehensive enough for evaluators to see the athletic program in perspective with the rest of the institution.

OBJECTIVES OF ATHLETIC PROGRAM OF _____ SCHOOL

EVALUATION PROFILE OF THE STATEMENT OF PURPOSES AND OBJECTIVES

Profile Rating Scale

na	1	2	3	4
not applicable	inadequate provision with little or no progress evident	inadequate provision with some progress evident	inadequate provision but much progress evident	adequate provision

1. The statement of purposes and objectives is sufficiently comprehensive to describe what the athletic program is attempting to accomplish. _____
2. The statement was developed and designed for this school's athletic program. _____
3. The statement was developed by the entire athletic staff. _____
4. The entire school community shared in the development of the statement. _____
5. Efforts have been made to acquaint the student body and the larger school community with the statement. _____
6. The statement perceives and meets the needs of the students attending the school and of the larger school community. _____
7. The statement involves objectives that can be evaluated in appraising the program's progress towards their fulfillment. _____
8. The objectives are concerned with participant outcomes rather than with the coaches' won and lost record. _____
9. The program in effect is in accord with the statement of purposes and objectives. _____
10. There are specific plans for the ongoing revision of the statement as changing conditions warrant. _____

GENERAL PROFILE

Describe the special characteristics of the community, school, and student body, briefly – a thumbnail sketch. Cover the following points:

1. Community population

2. School enrollment – Boys _____ Girls _____

3. Economic background

4. Parental background and employment

5. Future student plans

6. Community recreation facilities and athletic programs

7. Sociological background

8. Ethnic background

9. Religious background

HISTORY OF THE ATHLETIC PROGRAM

Include major developments in the areas of:

1. Administration

2. Facilities

3. Equipment

4. Finance

5. Education

6. Personnel

7. Student Participant-Non-Participant

8. Program

9. Community

PRESENT ATHLETIC PROGRAM

Attach list of sports offered in program, including:

1. Classification of teams in each sport
2. Number of contests for each team per sport
3. Number of coaches per team
4. Number of participants per team

Attach financial budgets from the three previous years.

List and attach a comprehensive job description for:

1. Principal
2. Director of athletics
3. Coaches
4. Supportive personnel

List supportive groups or organizations associated with the athletic program.

List committees or groups which include students in a decision making role.

FUTURE PLANS FOR THE ATHLETIC PROGRAM

List any projected changes in the following areas of the ongoing program:

1. Administration

2. Facilities

3. Equipment

4. Finance

5. Education

6. Personnel

7. Student Participant-Non-Participant

8. Program

9. Community

ATHLETIC FACILITIES

List existing school facilities.

1. Indoor

2. Outdoor

List existing community facilities.

1. Indoor

2. Outdoor

CHAPTER 2.
ADMINISTRATION OF THE ATHLETIC PROGRAM

I. School board

A. The school board has a written policy governing athletics which includes:

1. Philosophy Yes _____ No_____

2. Selection and retention of personnel Yes _____ No_____

3. Methods of financing program Yes _____ No_____

a. Existing programs Yes _____ No_____

b. Receptivity to supporting new programs Yes _____ No_____

B. The board is responsive to requests for additional needs of students. Yes _____ No_____

C. The board has a written policy regarding:

1. Line and staff procedure Yes _____ No_____

2. Grievance procedure Yes _____ No_____

D. The board provides for insurance needs of participants. Yes _____ No_____

E. The board provides for insurance needs of athletic staff. Yes _____ No_____

II. Administrator

A. The superintendent implements the school board's athletic policy including:

1. Selection and retention of personnel Yes _____ No_____

2. Methods of financing Yes _____ No_____

a. Existing programs Yes _____ No_____

b. New programs Yes _____ No_____

3. Responsiveness to requests for additional needs of students. Yes _____ No_____

4. Line and staff procedures Yes _____ No_____

5. Philosophy Yes _____ No_____

B. The principal implements the school board's athletic policy including:

1. Philosophy Yes _____ No_____

2. Program Yes _____ No_____

3. Selection and retention of personnel Yes _____ No_____

4. Line and staff procedures Yes _____ No_____

C. The principal is responsible for following rules established by the state and conference associations. Yes _____ No_____

1. Active participation in state and conference associations. Yes _____ No_____

2. Establishment of a moral and ethical climate essential for maintaining leadership standards. Yes _____ No_____

III. Director of athletics

A. The director recognizes the principal as the leader of the individual school program.

Yes _____ No _____

B. The director establishes a moral and ethical climate essential for maintaining leadership standards.

Yes _____ No _____

C. The athletic director has a comprehensive job description.

Yes _____ No _____

IV. Coaching staff

na	1	2	3	4
not applicable	inadequate provision with little or no progress evident	inadequate provision with some progress evident	inadequate provision but much progress evident	adequate provision

Administration na 1 2 3 4

Staff na 1 2 3 4

Athletes na 1 2 3 4

Students na 1 2 3 4

Parents na 1 2 3 4

News Media na 1 2 3 4

Community na 1 2 3 4

2. Respect for the letter and intent of rules and regulations.

na 1 2 3 4

3. Demonstration of a respect for authority

na 1 2 3 4

4. Understanding and following line and staff procedures

na 1 2 3 4

5. Self-control:

Contest situations na 1 2 3 4

Faculty na 1 2 3 4

Students na 1 2 3 4

Parents na 1 2 3 4

News media na 1 2 3 4

Staff na 1 2 3 4

Administration na 1 2 3 4

C. Coaches demonstrate humanistic attitudes in the following areas:

Respect for athletes na 1 2 3 4

Welfare of athletes na 1 2 3 4

Athletic department personnel na 1 2 3 4

Respect for parents na 1 2 3 4

Respect for guests na 1 2 3 4

D. The coaching staff shows professional competency by:

1. Meeting the established criteria of the educational profession na 1 2 3 4

2. Maintaining coaching proficiency through in-service training programs and professional clinics. na 1 2 3 4

IV. Athletic department

A. The athletic department has the support of:

1. Faculty na 1 2 3 4
2. Team doctor na 1 2 3 4
3. Custodian and maintenance personnel na 1 2 3 4
4. Clerical personnel na 1 2 3 4
5. School treasurer na 1 2 3 4
6. Band director na 1 2 3 4
7. Cheerleaders and sponsor na 1 2 3 4
8. Booster Club na 1 2 3 4
9. Pep clubs na 1 2 3 4

B. The athletic department maintains a checklist for game management:

1. Adequate police protection na 1 2 3 4
2. Adequate parking attendants na 1 2 3 4
3. Adequate ticket takers na 1 2 3 4
4. Adequate ticket sellers na 1 2 3 4
5. Adequate and trained concession workers na 1 2 3 4
6. Adequate ushers and service personnel na 1 2 3 4
7. Adequate assistance for game management na 1 2 3 4
8. A ticket manager Yes_____ No_____

ADMINISTRATION SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 3.
FACILITIES FOR THE ATHLETIC PROGRAM

I. Planning and utilization

A. The existing facilities for the entire athletic program have been designed, constructed and maintained to meet the standards established under the philosophy of the board of education.

na 1 2 3 4

B. The athletic facilities are the result of careful planning and are in a constant state of being reevaluated to determine present effectiveness and future needs.

na 1 2 3 4

C. Goals have been established to anticipate future needs, foster orderly growth and provide renovation of existing facilities.

na 1 2 3 4

D. Scheduling of events takes place to obtain maximum utilization of existing facilities.

na 1 2 3 4

E. Community facilities are utilized whenever possible to avoid duplication and to make use of superior facilities.

na 1 2 3 4

F. Community and school officials cooperate in long range planning and in the use of each party's facilities.

na 1 2 3 4

II. Overall facilities

A. Facilities are designed to meet the needs of the total athletic program.

na 1 2 3 4

B. Facilities are available to both boys and girls on an equitable basis whether separate or shared.

na 1 2 3 4

C. There is provision for proper space or area for both indoor and outdoor sports programs.

na 1 2 3 4

D. Fixed equipment is adequate to meet minimum standards in regard to the peak requirements of each athletic activity.

na 1 2 3 4

E. Facilities meet the minimum standards for sanitary and safety code requirements.

na 1 2 3 4

F. Facilities are designed for adaptability in regard to multiple activities and future expansion.

na 1 2 3 4

G. There is adequate provision for spectator seating for each sports activity.

na 1 2 3 4

H. Facilities are made available through a central scheduling agency to all schools in the system school groups and the community.

na 1 2 3 4

I. Functional and well equipped offices are available for each sports activity.

na 1 2 3 4

J. There are convenient ticket distribution booths or centers centrally located for all sports.

na 1 2 3 4

K. There are adequate parking areas, well illuminated for night contests and with adequate means of egress after contests.

na 1 2 3 4

L. There is a hospitality room for coaches, school officials and visiting school personnel.

na 1 2 3 4

M. Adequate concession facilities are located for maximum use at peak requirement periods.

na 1 2 3 4

N. There are adequate news media space and equipment for news coverage of contests.

na 1 2 3 4

O. There is an adequate training room and first aid station to provide services for both athletes and spectators.

na 1 2 3 4

P. There are rest room and drinking water accommodations for peak periods of use meeting minimum standards of equipment and cleanliness.

na 1 2 3 4

Q. Where needed, facilities are equipped with sound amplification systems for music and voice.

na 1 2 3 4

R. Where needed, adequate scoreboard equipment is provided for giving information to participants and spectators.

na 1 2 3 4

S. Adequate maintenance and custodial personnel is available to keep facilities safe and sanitary.

na 1 2 3 4

T. There is adequate lighting to meet minimum requirements in all facilities.

na 1 2 3 4

U. Components of the facilities are located to insure lack of interference or interruption in regard to noise, traffic or other activities.

na 1 2 3 4

V. Athletic facilities are aesthetically designed.

na 1 2 3 4

W. All facilities meet fire and safety code requirements.

na 1 2 3 4

III. Outdoor facilities

A. Facilities are located on school campus or in immediate vicinity.

na 1 2 3 4

B. Facilities are provided with adequately prepared and equipped areas for playing and practice.

1. All weather surfaces for:

Track and Field	na	1	2	3	4
Tennis	na	1	2	3	4
Football	na	1	2	3	4
Others (please list)	na	1	2	3	4

2. Properly marked fields for practice and competition.

na 1 2 3 4

3. Adequate playing surface, properly graded and drained for all sports activities.

na 1 2 3 4

4. Grass surfaces regularly fertilized, seeded and watered.

na 1 2 3 4

5. Playing areas lighted to meet high standards for night contests.

na 1 2 3 4

C. There is adequate and readily accessible storage space or area for equipment and materials.

na 1 2 3 4

IV. Indoor facilities

A. Adequate space is available for the proper storage of athletic equipment and materials.

na 1 2 3 4

B. There is a laundry with adequate facilities to provide clean equipment and uniforms on a regular usage basis.

na 1 2 3 4

C. There is a heating and ventilation system to maintain adequate temperature and humidity control.

na 1 2 3 4

D. There are shower and drying room facilities to meet peak demands.

na 1 2 3 4

E. There are sufficient lockers of the proper type to meet the needs of the program.

na 1 2 3 4

F. There are playing floors and areas properly marked and finished in a fashion to provide most effective surface conditions.

na 1 2 3 4

G. There is an effective and controlled heating system.

na 1 2 3 4

V. Specialized facilities with permanent equipment (check if available)

_____ 1. Swimming pool

_____ 2. Wrestling area

_____ 3. Gymnastics

_____ 4. Weight training area

_____ 5. Indoor track

_____ 6. Indoor all purpose area (baseball-tennis-golf)

_____ 7. Hockey arena

FACILITIES SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 4.
EQUIPMENT FOR THE ATHLETIC PROGRAM

I. Purchase and inventory

A. Adequate equipment and supplies are provided for participants in each sport.

Yes ____ No____

B. Coaches and/or athletic director provide for inventory of supplies and equipment at the end of each sports season.

Yes ____ No____

C. Coaching staff participates in determining type, amount, and quality of supplies and equipment.

na 1 2 3 4

D. Long-range planning is done to provide for replacement and purchase of major equipment items (bleachers, wrestling mats, etc.)

na 1 2 3 4

E. Adequate consideration is given, when purchasing, to the aesthetic qualities of uniforms and equipment.

na 1 2 3 4

II. Care and management of equipment and supplies

A. The athletic department provides set procedures for issue and return of equipment and supplies.

Yes ____ No____

B. Adequate individual locker storage is provided for the security and care of the participants' personal and school property.

Yes ____ No____

C. Adequate off-season storage is provided for equipment and supplies.

Yes ____ No____

D. Adequate precautions are taken to insure proper fit and use of uniforms and equipment for maximum comfort and safety.

na 1 2 3 4

E. Adequate procedures are used to insure proper management of uniforms and equipment.

na 1 2 3 4

F. Overall procedures for managing and using supplies and equipment tend to instill in the coaches and participants a proper respect for uniforms and supplies.

na 1 2 3 4

G. Adequate arrangements are made for the daily laundry of practice equipment.

na 1 2 3 4

H. Adequate arrangements are made for the laundry of game equipment as needed.

na 1 2 3 4

I. Adequate arrangements are made for the repair and reconditioning of supplies and equipment.

na 1 2 3 4

III. Purchasing

A. Written policies are followed for the purchase of all supplies and equipment.

na 1 2 3 4

B. Where practical, competitive bidding procedures are followed in purchasing of supplies and equipment.

Yes ____ No____

EQUIPMENT SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 5.
ATHLETIC PROGRAM FINANCES

I. General

A. There are written policies governing the derivation and expenditure of funds for athletics.

Yes _____ No _____

B. Policies governing finances are known to all staff members.

na 1 2 3 4

C. As needed, the complete budget is available for the use of all coaches.

Yes _____ No _____

D. Adequate consideration is given to the equitable distribution of participant cost among the sports in the program.

na 1 2 3 4

II. Sources of income

A. All income for athletics goes into a common or general fund.

Yes _____ No _____

B. Unless prevented by law, the athletic program is supported by the educational tax fund or comparable source.

Yes _____ No _____

C. Money raised by a booster club or similar type of supporting group is used to support the entire athletic program.

Yes _____ No _____

D. Any special fund-raising projects are approved by the athletic administration in advance.

Yes _____ No _____

III. Budget

A. The athletic director prepares a yearly itemized written athletic budget.

Yes _____ No _____

B. The principal is knowledgeable about all parts of the athletic budget.

na 1 2 3 4

C. Each head coach and athletic director work together on the final draft of budget for the sport involved.

Yes _____ No _____

IV. Financial records

A. Adequate finance records are kept by the athletic director during the year to facilitate the proper use of the budget by coaching staff.

na 1 2 3 4

B. Necessary financial records of past years are maintained to provide information for evaluation and future planning.

na 1 2 3 4

FINANCE SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 6.
RELATIONSHIP OF ATHLETIC PROGRAM TO THE TOTAL EDUCATIONAL PROGRAM

I. Athletic program an integral part of total curriculum

A. The sports are an outgrowth of the physical education program.

Yes _____ No _____

B. A variety of sports is available for all students.

Yes _____ No _____

C. The educational values of sport are foremost in the philosophy.

Yes _____ No _____

D. All students have an opportunity to participate in a sport.

Yes _____ No _____

E. Athletics are used appropriately as a school's unifying force.

Yes _____ No _____

F. Athletes are not excused from courses, including physical education, because of athletic participation.

Yes _____ No _____

II. Coaches as faculty members

A. Coaches have an adequate opportunity to exercise the rights and privileges of other faculty members in determining school and curricular matters.

Yes _____ No _____

B. Coaches attend, and they are scheduled so they may attend, faculty meetings.

Yes _____ No _____

C. Coaches are not expected to assume more duties of a general nature than are other faculty members.

Yes _____ No _____

D. Teaching tenure and other faculty privileges are available to athletic personnel.

Yes _____ No _____

E. Assignments for extra duties are made for coaches on the same basis as for other teachers.

Yes _____ No _____

III. Participants encouraged by activities to perform adequately in academic areas

A. Athletes are held accountable scholastically at the same level as other students.

Yes _____ No _____

B. Practices are of such length and intensity that they do not deter students' academic pursuits.

Yes _____ No _____

C. Game trips do not cause the students to miss an excessive number of classes.

Yes _____ No _____

D. Counseling services emphasize the importance of academic records in regard to career education.

Yes _____ No _____

E. Athletes are required to attend classes on days of contests.

Yes _____ No _____

IV. Meeting philosophy of school board

A. New coaches are made aware of the board policies, and informed that they will be expected to follow them in spirit as well as letter.

Yes _____ No _____

B. All coaches are regularly informed by the principal and athletic director that they must practice within the framework of board policy.

Yes _____ No _____

C. A procedure is available for the athletic director and coaches to make recommendations regarding policy change.

Yes _____ No _____

D. Noncoaching faculty members are made aware of board policy regarding athletics so they may discuss it from a base of fact.

Yes _____ No _____

E. The philosophy of the board is written and made available to all personnel.

Yes _____ No _____

V. Awards

A. Only those intrinsic awards authorized by local conferences and state athletic associations are given.

Yes _____ No _____

B. Diligence is exercised to insure that outside groups do not cause violations of the award regulations.

Yes _____ No _____

C. Care is taken to assure that athletes are not granted privileges not available to the general student body.

Yes _____ No _____

VI. Projected program outcomes

A. It is emphasized that participation in athletics is a privilege.

Yes _____ No _____

B. Development of critical thinking as well as athletic performance is planned into the program.

Yes _____ No _____

C. Development of self direction and individual motivation is a real part of the athletic experience.

Yes _____ No _____

D. The athletes are allowed to develop at their own cognitive, psychomotor and effective readiness level.

Yes _____ No _____

E. The accepted social values are used as standards of behavior both on and off the playing area.

Yes _____ No _____

VII. Guarding against student exploitation

A. The student is not used in athletic performance to provide an activity that has as its main purpose entertainment of the community.

Yes _____ No _____

B. The student's academic program is in no way altered to allow him to maintain eligibility with less than normal effort on his part.

Yes _____ No _____

C. The student is not given a false impression of his athletic ability through the device of suggesting the possibility of a college scholarship.

Yes _____ No _____

D. The athletes are not given a false image of the value of their athletic prowess to the material and cultural success within the school and community.

Yes _____ No _____

EDUCATIONAL SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 7.
ATHLETIC DEPARTMENT PERSONNEL

I. Meeting standards of state and local certification requirements
   A. All personnel meet the letter of these requirements.

      Yes _____ No _____

   B. An attempt is made for all coaches to have at least physical education or coaching minors.

      Yes _____ No _____

   C. No nonteaching personnel are allowed to coach.

      Yes _____ No _____

II. Adequate personnel employed to meet program needs
   A. Additional staff is hired if the popularity of a sport, indicated by the number of prospects, shows demand for additional schedules and coaches.

      Yes _____ No _____

   B. Where numbers indicate, assistant coaches are provided in all sports.

      Yes _____ No _____

   C. Adequate supportive personnel is provided to insure that coaches have time for coaching.

      Yes _____ No _____

   D. Properly qualified personnel is provided to take care of the health service of the athletic program.

      Yes _____ No _____

   E. Properly qualified and certified athletic officials are obtained for all contests.

      Yes _____ No _____

III. Employment of athletic personnel as contribution to overall educational program
   A. All facets of credentials (not only winning record) are perused when personnel are selected.

      Yes _____ No _____

   B. No fringe benefits, not available to all faculty, are offered to secure athletic personnel.

      Yes _____ No _____

   C. Athletic personnel to be assigned teaching in any area must be qualified and well motivated in that area.

      Yes _____ No _____

IV. Performance of equitable professional duties
   A. Athletic personnel carry the same teaching load as other faculty, unless release from same is part of computed compensation.

      Yes _____ No _____

V. Professional, ethical and moral standards of personnel
   A. Athletic personnel are members of general educational organizations (NEA, AAHPER, etc.).

      Yes _____ No _____

   B. Athletic personnel are members of the professional organizations appropriate to their teaching and coaching areas.

      Yes _____ No _____

   C. Some athletic personnel are leaders in their areas as indicated by research, publications, use of new techniques and service to professional organizations.

      Yes _____ No _____

   D. Athletic personnel operate under a code of ethics that is at least as lofty as that of NEA.

      Yes _____ No _____

E. Athletic personnel have moral standards that at their minimum would, if emulated by their athletes when they become adults, provide a social image felt to be desirable in the community.

Yes _____ No _____

F. Athletic personnel make positive efforts to teach the spirit as well as the letter of playing rules, sportsmanship codes, and other value areas available in sports.

Yes _____ No _____

VI. Salary standards commensurate and equitable with established professional schedules

A. Compensation for coaching is based on:

1. Length of season — Yes _____ No _____
2. Number of participants — Yes _____ No _____
3. Scope of responsibility — Yes _____ No _____

B. Percentage scales or comparable scales are used to provide fair increments for experience.

Yes _____ No _____

C. Extreme differences in salary among coaches of different sports are avoided.

Yes _____ No _____

D. Coaching increments are not used to lure outstanding teachers in academic areas who are not qualified to coach.

Yes _____ No _____

PERSONNEL SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 8.
STUDENTS IN THE ATHLETIC PROGRAM

I. Participant

A. Every student is given equitable opportunity to try out and participate in an athletic activity.

na 1 2 3 4

B. The program of athletic activities is designed to offer a wide variety of opportunities to meet the individual differences of the student body.

na 1 2 3 4

C. The student participates in a decision making role in regard to athletic policies, rules and regulations.

na 1 2 3 4

D. Regular channels of communication are established to impart program values and standards to all students.

na 1 2 3 4

E. Each student is given a complete physical examination before trying out for an athletic activity.

na 1 2 3 4

F. An adequate insurance program is provided the student to defray the cost of medical attention in case of injury.

na 1 2 3 4

G. Services are available to aid the participating student in finding the college of his choice or selecting a career upon graduation.

na 1 2 3 4

H. The student is provided with the best equipment, facilities and environment possible in view of existing minimum standards and the financial ability of the school.

na 1 2 3 4

I. The participant is able to appeal to a higher authority for a redress of an arbitrary decision on the part of a coach or administrator.

na 1 2 3 4

J. The participant is protected from a loss of class time by proper scheduling of athletic events.

na 1 2 3 4

K. The participant is given consideration in regard to the scheduling of competition commensurate with school size and program interest.

na 1 2 3 4

L. The student is encouraged to participate in a variety of sports and if unable to participate on the varsity level, he is encouraged to continue competition on the extramural or intramural level.

na 1 2 3 4

M. Students are permitted to participate only in one given sport at a time.

Yes _____ No _____

II. Nonparticipant

A. The nonparticipating student is made to feel a part of the athletic program by serving in a decision making role in regard to athletic policies affecting the entire student body.

na 1 2 3 4

B. Nonparticipating students are given preferential opportunities to attend athletic contests before the adults in the community.

na 1 2 3 4

C. Nonparticipating students are encouraged to join supportive groups of the athletic program.

na 1 2 3 4

D. Student leaders are given the opportunity to serve on committees for awards recognition and pep assemblies.

na 1 2 3 4

E. Every effort is exerted toward directing the nonparticipant into a school sponsored event of a physical nature to promote interest and appreciation of the values of physical activity.

na 1 2 3 4

III. Evaluations

A. How well does the athletic program enrich the total school experience for both participating and nonparticipating students?

na 1 2 3 4

B. To what extent does the student body view the athletic program as a valuable extracurricular experience?

na 1 2 3 4

C. To what extent have policies been established to insure maximum student interest and participation in the athletic program?

na 1 2 3 4

PARTICIPANT SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 9.
EVALUATION OF THE OVERALL ATHLETIC PROGRAM

I. Seasons of sports

A. The school is a member of the state activities or athletic association.

Yes _____ No _____

B. All sports seasons meet state activities association regulations.

Yes _____ No _____

C. Appropriate practice schedules are established for all sports.

Yes _____ No _____

D. Appropriate competitive schedules are established for all sports.

Yes _____ No _____

E. Appropriate facility schedules are established for all sports.

Yes _____ No _____

F. Seasons are in harmony with coaches' and administrators' desires.

Yes _____ No _____

G. The sports seasons are in harmony with community resources and desires.

Yes _____ No _____

H. The established sports seasons permit the participant maximum conditioning and development (i.e., adequate practice time is permitted before the competitive season begins and there is adequate time between contests for improvement of performance).

Yes _____ No _____

I. Sports seasons are established to take advantage of best weather situations.

Yes _____ No _____

II. Number of games

A. The number of contests established is consistent with state association regulations.

Yes _____ No _____

B. The number of contests permitted is consistent with sound educational philosophy.

Yes _____ No _____

C. The number of contests is consistent with:

1. financial capabilities of the school Yes _____ No _____

2. the community Yes _____ No _____

D. The number of contests permitted is consistent with good physical, mental, and emotional health practices.

Yes _____ No _____

E. The number of contests is established by school authorities, not by outside interests.

Yes _____ No _____

III. Relationship to physical education

A. Athletics are an integral part and an outgrowth of the physical education program.

Yes _____ No _____

B. The competitive program does not displace the instructional physical education program.

Yes _____ No _____

C. Facilities and equipment are appropriately scheduled for physical education and athletics.

Yes _____ No _____

D. An adequate intramural program is maintained for students whose skills and needs are not met by the interscholastic program.

Yes _____ No _____

IV. Relationship to other extracurricular activities.

A. The sports program is flexible and scheduled to permit students to participate in both sports and other extracurricular activities (i.e., band, debate, etc.).

Yes _____ No _____

B. Emphasis of the extracurricular program is placed on the development of a well-rounded student experience.

Yes _____ No _____

C. Sponsors of various extracurricular activities respect the students' desires and welfare during the students' participation in the activity.

Yes _____ No _____

V. Competitive schedules

A. Competitive schedules are developed on the basis of fair competition (e g. school size is considered).

Yes _____ No _____

B. Competition at the state level is based on equitable school enrollment.

Yes _____ No _____

C. Coaches participate in the development of their schedules.

Yes _____ No _____

D. Provisions are made to avoid the overlapping of seasonal schedules.

Yes _____ No _____

E. The community is kept informed of the competitive schedules.

Yes _____ No _____

F. Proper balance is maintained in scheduling home and away contests.

Yes _____ No _____

G. Out of season sports activities, where permitted, are agreed upon by coaches and administrators.

Yes _____ No _____

VI. Staff relationships — total and individual sports

A. The entire athletic staff has an interest and appreciation for each member's program.

Yes _____ No _____

B. The department has regularly scheduled meetings to develop policy and resolve problems.

Yes _____ No _____

C. The athletic department is governed by a written policy.

Yes _____ No _____

D. Head coaches of each sport have a written policy governing the procedures for their sports.

Yes _____ No _____

E. Head coaches prepare daily practice schedules and brief assistant coaches concerning the schedule.

Yes _____ No _____

F. Ethical and professional behavior are practiced by all coaches in the department.

Yes _____ No _____

G. To maintain good staff relationships there is an equitable salary scale for all staff members.

Yes _____ No _____

H. Head coaches have an opportunity to participate in the selection and retention of personnel for their particular sport.

Yes _____ No _____

I. Excellence in coaching is recognized by the administration and is based on criteria other than winning and in the form of a yearly written evaluation.

Yes _____ No _____

J. A written evaluation of assistant coaches is provided for the athletic director by each head coach.

Yes _____ No _____

K. Coaches and administrators are consulted by state and local agencies controlling athletic activities.

Yes _____ No _____

STAFF RELATIONSHIPS SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

CHAPTER 10.
RELATIONSHIP OF THE ATHLETIC PROGRAM TO THE COMMUNITY

I. Community

A. The program meets the needs of the community in the following areas:

1. ethnic Yes _____ No _____
2. religious Yes _____ No _____
3. financial Yes _____ No _____
4. interest Yes _____ No _____

B. The community supports all phases of the athletic program.

Yes _____ No _____

II. Coordination and cooperation with community programs and facilities

A. School facilities are made available for community activities.

Yes _____ No _____

B. Community facilities are made available for school activities.

Yes _____ No _____

C. Athletic schedules do not conflict with community activities, such as religious services.

Yes _____ No _____

D. Community groups are given advance notice of all athletic schedules.

Yes _____ No _____

E. Community leaders make an effort to inform school officials of the community programs and activities.

Yes _____ No _____

III. Communication with community

A. Coaches have regularly scheduled meetings with parents to inform them of the desired goals of the athletic programs, etc.

Yes _____ No _____

B. Efforts are made through news media to inform the community of the goals of the athletic programs.

Yes _____ No _____

C. School officials maintain constant contact with interested groups such as booster clubs and civic groups so that club activities are in accord with the goals of the athletic program.

Yes _____ No _____

D. Members of the community, and especially parents, are informed in writing of school athletic policies (i.e., trip arrangements, insurance program, code of conduct).

Yes _____ No _____

E. The community is informed and consulted before major changes are made in the athletic program.

Yes _____ No _____

COMMUNITY SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS

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Platform statement spelling out values and role of athletics in the total education program. 1963.

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COACHES HANDBOOK

Comprehensive guide for high school coaches on relationships with student body, the press, and others — with suggestions on equipment, facilities, awards. 1960.

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DRUGS AND THE COACH

A manual designed to aid the coach in understanding and dealing with the problem of drug use and abuse among athletes. Includes information on the various drugs, their purposes and effects, their use in sports and on the street, and legal aspects and controls. Special emphasis is given to the role of the coach as a counselor who can relate meaningfully to youth on drug matters. Designed to serve both as a reference and a text for professional preparation classes. Edited by Kenneth S. Clarke, Mankato State College, with contributions by a distinguished group of physicians, coaches, health educators and psychologists. 1972.

LITTLE KNOWN OLYMPIC SPORTS

A series of informative articles on the little known or underdeveloped Olympic sports—yachting, archery, bobsledding, biathlon, shooting, fencing, pentathlon, water polo, cycling, canoeing and kayaking, team handball, luge, equestrian sports and judo. Compiled and edited for a special JOHPER series by Harvey M. Jessup, Tulane University. 1972.

NUTRITION FOR ATHLETES: A HANDBOOK FOR COACHES

A manual for the high school coach and physical educator to answer questions concerning appropriate diet for the young athlete. Suggests a basic good diet with recommended menus, theories and practices concerning nutrition and athletic performance, problems related to eating and drinking before, during, and after athletic events, and claims made for dietary supplements. 1971.

SECONDARY SCHOOL ATHLETIC ADMINISTRATION: A NEW LOOK

Deals with selected responsibilities and administrative concerns of athletic directors, including budget, school athletic insurance, recent court decisions, extra pay, facilities and professional preparation. 1969.

SPORTS SAFETY

The why and how of sound injury prevention and accident control programs, with 55 chapters written by national authorities in their fields. Indispensable information on safety in specific sports and activities, as well as administrative and supervisory concerns common to all areas. Designed as both a textbook and resource guide for all whose responsibilities are related to safety in sports and activity programs. Edited by Charles Peter Yost and published in cooperation with the U.S. Public Health Service. 1971.

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